

IEP PLANNING, MEETING, AND REFLECTION

Teacher _____ Support Provider _____ Date of Observation _____

School Site _____ Special Education Program _____ Grade Level(s) _____

****Prior to the IEP meeting observation, the Support Provider and Beginning Teacher will preview documents and procedures relevant to this IEP:**

- ☐ Referral for assessment
 ☐ Assessment Plan and accompanying documents
 ☐ Draft of IEP and goals and benchmarks
 ☐ Timelines
☐ Test protocols, informal assessments, progress on prior goals
 ☐ Information/observations from other staff and parents
 ☐ Parent Rights
☐ Agenda for IEP meeting
 ☐ List of IEP team members notified of meeting
 ☐ IEP Meeting Notice
 ☐ Inter-Agency Collaboration

After the IEP meeting, the Beginning Teacher, along with the Support Provider, will reflect on the following topics:

Assessment: additional assessments/information needed; appropriateness of assessments; interpretation of results	Goals and Benchmarks: appropriateness; modifications/additional goals and benchmarks needed
Meeting Process: completeness; parent participation; clarity of explanations; efficient use of time	Professional strengths and areas for growth:
	Materials/resources needed to support growth:
Comments:	

DESCRIPTION OF PRACTICE FOR THE IEP/ITP PLANNING & MEETING

Beginning Teacher _____

Support Provider _____

ELEMENT	PRACTICE NOT CONSISTENT WITH STANDARD EXPECTATIONS	DEVELOPING BEGINNING PRACTICE	MATURING BEGINNING PRACTICE	EXPERIENCED PRACTICE THAT EXEMPLIFIES THE STANDARD
Content and student	The teacher's working knowledge of subject matter and basic principles of student development reflects a single perspective, supports some students' learning, and is usually current.	The teachers' working knowledge of subject matter and basic principles of student development incorporates different perspectives, supports all students' learning, and is current.	The teachers' working knowledge of subject matter and basic principles of student development incorporates different perspectives, supports all students' learning, and is current.	The teachers' working knowledge of subject matter and individual students' development incorporates a broad range of perspectives, strongly supports all students' learning, and is current.
Modifying the curriculum to support student understanding of subject matter	The curriculum is not organized or modified and it rarely demonstrates concepts, themes, and skills; rarely values different perspectives or rarely supports students' understanding of core concepts.	The curriculum is loosely organized with few modifications; inconsistently demonstrates concepts, themes, and skills without revealing or valuing different perspectives; and supports an understanding of core concepts of some students.	The curriculum is organized and sequenced with some modifications; demonstrates concepts, themes, and skills; reveals and values different perspectives; and supports an understanding of core concepts for all students.	The curriculum is organized, sequenced and modified; demonstrates concepts, themes, and skills, and the relationships between them. It reveals and values a broad range of perspectives, and is organized to ensure that all students develop a deep understanding of core concepts.
Resources, and technologies to make subject matter	Instructional materials, resources and technologies are either not used or used inappropriately. Materials do not accurately reflect diverse perspectives.	Instructional materials, resources, and technologies are used infrequently to convey key subject matter concepts. Materials may reflect diverse perspectives.	Instructional materials, resources, and technologies support the curriculum and promote students' understanding of content and concepts. Materials reflect diverse perspectives.	A range of instructional materials, resources, and technologies are integrated into the curriculum to extend students' understanding of content and concepts. Materials reflect diverse perspectives.
Learning	Instructional goals are not established or do not address students' language, experience, home, school and community expectations. Expectations for students are low.	Some instructional goals address students' language, experience, home, school, and community expectations. Expectations for students are inconsistent.	Short-term and long-term instructional goals are based on students' language, experience, home, school, and community expectations. Goals are appropriately challenging for most students and represent valuable learning. Expectations for students are generally high.	Short-term and long-term instructional goals are set by teacher and students, and integrate students' language, experience, home, school, and community expectations. Goals are appropriately challenging for all students and represent valuable learning. Expectations for students are consistently high.
Sequencing, instructional student learning	Instructional activities and materials are not appropriate to the students, or the instructional goals do not engage students in meaningful learning. Activities are not logically sequenced.	Instructional activities and materials are partially appropriate to students and the learning goals, and engage some students in meaningful learning. Some activities are logically sequenced within individual lessons.	Instructional activities and materials are appropriate to students and the learning goals, make content and concepts relevant, and engage most students in meaningful learning. Activities are logically sequenced within individual lessons.	Instructional activities and materials are differentiated to reflect individual students' interests and developmental needs, and engage all students in meaningful learning. Activities support the learning goals and are logically sequenced to clarify content and concepts.
Foster student learning	Individual lesson plans have little or no relation to long-term goals, or a unit plan has little recognizable structure.	Long-term plans have a recognizable structure, although the sequence of individual lessons is uneven and only partially helps students develop conceptual understanding.	Long-term plans have a coherent structure, with learning activities in individual lessons well-sequenced to promote understanding of concepts.	Long-term plans are highly coherent. Learning sequences are responsive to the needs of individual students and promote understanding of complex concepts.
Multiple sources of information to assess student learning	The teacher uses no consistent sources of information to assess student learning and/or uses assessment strategies that are not appropriate to students' learning.	The teacher uses one or two sources of information to assess student learning and one or two assessment strategies to understand student progress.	The teacher uses a variety of sources to collect information about student learning and several appropriate assessment strategies to understand student progress.	The teacher uses a variety of sources to collect information about student learning and a wide range of appropriate assessment strategies and present/discuss work with peers.
Instruction	Information about student learning is inappropriately or not used by the teacher to plan, guide or adjust instruction.	Information from a limited range of assessments is used to plan learning activities and may support class needs and achievement. Assessments are not used to adjust instruction while teaching.	Information from a variety of assessments is used to plan and modify learning activities, as well as to meet class and individual student needs and achievement. Assessments are occasionally used to adjust instruction while teaching.	Information from a variety of ongoing assessments is used to plan and modify learning activities, and to support class and individual student needs and achievement. Assessments are used to adjust instruction while teaching in response to student needs.

FORM E: PROFILE OF PRACTICE SUMMARY

IEP/ITP PLANNING & MEETING

_____ (3.1) Demonstrating knowledge of subject matter content,
life skill domains and student development

_____ (3.2) Organizing and modifying the curriculum to support
student understanding of subject matter

_____ (3.5) Using materials, resources, and technologies to make
subject matter accessible to students

_____ (4.2) Establishing and articulating goals for student learning

_____ (4.3) Developing and sequencing, instructional activities
and materials for student learning

_____ 4.4) Designing short-term and long-term plans to foster
student learning

_____ (5.2) Collecting and using multiple sources of information
to assess student learning

_____ (5.4) Using the results of assessment to guide instruction

SUMMARY

SUGGESTIONS